

<p>READING STANDARDS for LITERATURE</p> <p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Retell stories, include key details, and demonstrate understanding of the central message or lesson. 3. Describe characters, settings, and major events in a story, using key details. <p>Craft & Structure</p> <ol style="list-style-type: none"> 4. Identify words and phrases that suggest feelings or appeal to senses. 5. Explain major differences between books that tell stories and books that give information. 6. Identify who is telling the story at various points in a text. <p>Integration of Knowledge & Ideas</p> <ol style="list-style-type: none"> 7. Use illustrations and details in a story to describe its characters, setting, or events. 8. <small>N/A</small> 9. Compare/contrast the adventures/experiences of characters in stories. <p>Range of Reading and Text Complexity</p> <ol style="list-style-type: none"> 10. Read prose and poetry of appropriate complexity for grade 1. 	<p>WRITING STANDARDS</p> <p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write opinion pieces introducing the topic, state an opinion, supply a reason for the opinion, and provide a sense of closure. 2. Write informative/explanatory texts naming a topic, supply some facts, and provide a sense of closure 3. Write narratives recounting two or more appropriately sequenced events, including details of what happened, using temporal words to signal event order, and provide a sense of closure. <p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 5. Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. 6. Use a variety of digital tools to produce and publish writing <p>Research to Build and Present Knowledge</p> <ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). 8. Recall information or gather information to answer a question.
<p>INFORMATIONAL TEXT</p> <p>Key Ideas & Details</p> <ol style="list-style-type: none"> 1. Ask and answer questions about key details in a text. 2. Identify main topic, and retell key details of a text. 3. Describe the connection between 2 individuals, events, ideas or pieces of information. <p>Craft & Structure</p> <ol style="list-style-type: none"> 4. Ask and answers questions to help determine or clarify the meaning of words and phrases in a text. 5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information. 6. Distinguish between information provided by pictures or illustrations and information provided by the words in a text. <p>Integration of Knowledge and Ideas</p> <ol style="list-style-type: none"> 7. Use the illustrations and details in a text to describe its key ideas. 8. Identify the reasons an author gives to support points in a text. 9. Identify the basic similarities in / differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> 10. Read informational texts appropriately complex for grade 1. 	<p>SPEAKING & LISTENING STANDARDS</p> <p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others, speaking one at a time about the topics). b. Build on others’ talk in conversations by responding to the comments through multiple exchanges. c. Ask questions to clear up any confusion about the topics. 2. Ask and answer questions about key details in a text read aloud or information presented orally. 3. Ask and answer questions about what speaker says to gather additional information or clarify something that is not understood. <p>Presentation of Knowledge & Ideas</p> <ol style="list-style-type: none"> 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. 5. Add drawings or visual to descriptions to clarify ideas, thoughts and feelings. 6. Produce complete sentences when appropriate to task and situation.
<p>FOUNDATIONAL SKILLS</p> <p>Print Concepts</p> <ol style="list-style-type: none"> 1. Organization and basic features of print. <ol style="list-style-type: none"> a. Recognize features of a sentence (e.g., capitalize first word, end punctuation). <p>Phonological Awareness</p> <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables & sounds (phonemes). <ol style="list-style-type: none"> a. Distinguish long from short vowel sounds in single-syllable words. b. Produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in single-syllable words. d. Segment single-syllable words into their complete sequence of phonemes. <p>Phonics & Word Recognition</p> <ol style="list-style-type: none"> 3. Know & apply grade-level phonics and word analysis skills. <ol style="list-style-type: none"> a. Know common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final –e and common vowel team for representing long vowels. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a word. e. Decode two-syllable words using basic syllable patterns f. Read words with inflectional endings. 	<p>LANGUAGE STANDARDS</p> <p>Conventions of Standard English</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage. <ol style="list-style-type: none"> a. Print all upper-and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs(e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs in past, present, and future tenses (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. <ol style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Spell for words with common spelling patterns and frequently

<p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read grade level text with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read with purpose and understanding.</p> <p>b. Read orally with accuracy, appropriate rate, and expression</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>occurring irregular words.</p> <p>e. Spell untaught words phonetically, using phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition & Use</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p> <p>a. Use sentence-level context as a clue to the meaning.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and inflectional forms (e.g., looks, looked, looking).</p> <p>5. Understand word relationships and nuances in meanings.</p> <p>a. Categorize words to gain a sense of the representation of concepts the categories.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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